

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to document a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

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Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these formula cells are locked as well as the title cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, the rows are able to be stretched if the current row height of the cell is not sufficient.

To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.

To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Person County Schools	North Elementary School	334	2015-2016
<b>Principal Name (or Designee)</b>	Patti Loy Barnes	<b>Principal Name (or Designee) Email</b>	<a href="mailto:barnesp@person.k12.nc.us">barnesp@person.k12.nc.us</a>
<b>School Mission</b>	The Staff Mission: Commitment, Preparedness, Creativity, Compassion. The Student Mission: Safety, Ownership, A+ Learner, Respect. The Parent Mission: Leadership, Commitment, Accessibility, Involvement. The Community Mission: Support, Involvement, Availability, Encouragement		
<b>School Vision</b>	Our vision is to inspire the North Elementary Community to excellence.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

2015 EOG Proficiency results: Reading - 3rd grade 25.5%, 4th grade 29.5%, 5th grade 21.4% Math - 3rd grade 27.7%, 20.5%, 42.9%, 5th grade science: 50%. Even though North students and teachers MET SCHOOL GROWTH, proficiency levels went down in every area except 4th grade math. Substitutes in both 4th grade classes for more than nine weeks contributed to the problem. In addition, 3rd grade BOY last year indicated severe deficits - and those students had substitutes for a major portion of their second grade year. The 2014-2016 School Improvement Plan's major emphasis was to implement Guided Reading K-2, as M-class data had revealed a huge deficit in these student's reading comprehension (TRC) and the 2014/2015 year was laser focused on this goal. The 2015 EOY TRC data indicates that we made great progress in K-2, at this writing we are waiting on EVAAS scores to see if the data supports our belief that we grew our students at a much better rate than in the previous year. September, 2015 BOG Third Grade Read to Achieve Test: Only 1 out of 41 students scored proficient or above. (2%) Teacher Retention: As calculated by the state, North had a 43.9% turnover rate from March 2014 to March 2015 compared to the state average of 15%. We have 11 first and second year teachers, out of 21.5 (including EC and specials). Overall, the quality of personnel is much improved over 2 years ago, but there is a learning curve to teach the Common Core standards at the critical thinking level needed for EOG, especially for first year teachers. This year, with school control of Title I funds, we have added to our School Improvement Plan a part time Reading Specialist - working specifically with third - fifth grade students in the areas of reading and writing. Attendance: 74 students (Last year's K-4th graders) missed 10 or more days, and we had ineffective interventions in place to address this. This year, to try to improve this huge issue, we have formed an attendance committee that will meet regularly - with the school social worker to implement better interventions. Discipline Data: North had a total of 657 Office Discipline referrals 2014-2015. Last year, first 9 weeks, we had 128 discipline incidents entered into Power School. This year, first 9 weeks, we had 77 incidents. Grades 3 and 4 had the most discipline issues last year, and the poorest academic performance - a strong correlation. Our focus on procedures and improvement in teachers' ability to handle student conflict through PBIS training has made an impact. Demographic Information: As of Dec. 31, 2015, North has 288 students. 63% Black, 14.5% Hispanic, 4% Multi Racial, 18.5% White. The last calculation for Free/Reduced Lunch indicated that 96% of students qualified. North, a Title I school, is in a rural area, populated by three nearby government housing communities. Approximately 40 (14%) of students are

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GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b>Improve EOG Reading proficiency in 3rd grade from 25.5% to 30%, 4th grade from 29.9% to 41%, and 5th grade from 21.4% to 45% by June 2016.</b>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Globally Competitive Students	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b>Improve EOG Math proficiency in 3rd grade from 27.7% to 42%, 4th grade from 20.5% to 42%, and 5th grade from 42.9% to 46% by June 2016.</b>		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	Globally Competitive Students	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b>Improve North Elementary Teacher Turnover Rate from 43.9% to 20% by March 2016, and 14% by March 2017.(State calculation)</b>		
	SBE Goal Alignment:	Goal 3: Every student, every day has excellent educators.	
	LEA Goal Alignment:	21st Century Professionals	
	Indistar Indicator: (if applicable)		
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented	

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Person County Schools		North Elementary School		334		2015-2016	
<b>GOAL #1:</b>		<b><i>Improve EOG Reading proficiency in 3rd grade from 25.5% to 30%, 4th grade from 29.9% to 41%, and 5th grade from 21.4% to 45% by June 2016.</i></b>					
<b>Strategy #1: Describe the strategy that will support this goal</b>		<b><i>Employ a reading/writing tutor to double dose guided reading daily for identified 3rd, 4th, and 5th graders.</i></b>					
<b>Progress:</b>		Progress Monitoring Status:		Fully Implemented			
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>		<b><i>Analyze EOG, M-Class TRC and Dibels, and KidBiz Level Set to determine students most likely to reach proficiency with extra help. Design schedule to meet with each group as additional instruction to double dose, not replace, classroom reading instruction.</i></b>					
		Evidence: (Identify documents and artifacts)		Progress Monitoring Reports using M-Class every 20 days. Guided Reading Lesson Plans for these students. Written Response to text analysis and writing samples. Data is being recorded in a spreadsheet.			
		Person(s) Responsible:		Laurie Barnette, supervision - Martha Tuck, instruction			
		Timeline:		Testing began August 25, Instruction began September 8, 2015 and is ongoing through the end of May, 2016.			
		Budge Amount: (if applicable)		\$22,100.00		Budget Source: (if applicable)	
<b>Strategy #2: Describe the strategy that will support this goal</b>		<b><i>Professional Development focusing on Writing and Guided Reading. Creating and using quality assignments that match the rigor of Common Core.</i></b>					
<b>Progress:</b>		Progress Monitoring Status:		Has Begun			
		<b><i>Training for new teachers on exemplary guided reading practices. Schoolwide Training in "Written Response to Text" by NCDPI. Opportunities for teachers to observe best practices in whole group and guided reading. Training in creating rigorous assignments that mirror M-Class, Kid-Biz, and Learning Focused assignment prompts.</i></b>					

<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Evidence:</b> (Identify documents and artifacts)	Guided Reading Lesson Plans, Written Response to Text samples tracking improvement in individual students, teacher reflections from observing other teachers, Lesson Plans reflecting assignments that score at the quality level on the Learning Focused Assignment Rubric. PLC minutes will have attached copies of lesson plans and discussions of student work. Observation notes from administrator and instructional facilitator walkthroughs		
	<b>Person(s) Responsible:</b>	Patti Barnes, Laurie Barnette, meeting monthly as an administrative PLC to review school performance data, PLC minutes, observations and walkthroughs for the purpose of addressing teachers that need more support, or strategies that need adjusting		
	<b>Timeline:</b>	Guided reading training August 21, begin monthly writing trainings November - March. Teachers observing teachers begin in October - February.		
	<b>Budge Amount: (if applicable)</b>	\$3,000	<b>Budget Source: (if applicable)</b>	State Remediation funds
<b>Strategy #3:</b> Describe the strategy that will support this goal	<i>Using School Net, implement grades 3-5 a structured review schedule where students take common assessments, data is analyzed in PLC's, and targeted reteaching is delivered the next week to students who need it.</i>			
<b>Progress:</b>	<b>Progress Monitoring Status:</b>	Has Begun		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>Training for sharing common assessments in School Net, time set aside in PLC for analysis and remediation plans.</i>			
	<b>Evidence:</b> (Identify documents and artifacts)	PLC minutes will document the results and analysis of School Net Assessments. The grade level PLC documents will contain the remediation plans. Winter and Spring Benchmark tests will be reviewed for growth and additional remediation information.		
	<b>Person(s) Responsible:</b>	Laurie Barnette, Instructional Support, grade level teachers		
	<b>Timeline:</b>	Beginning in October, through the end of the year.		
	<b>Budge Amount: (if applicable)</b>		<b>Budget Source: (if applicable)</b>	

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<b>GOAL #2:</b>	<b><i>Improve EOG Math proficiency in 3rd grade from 27.7% to 42%, 4th grade from 20.5% to 42%, and 5th grade from 42.9% to 46% by June 2016.</i></b>		
<b>Strategy #1: Describe the strategy that will support this goal</b>	<b><i>Use the supplemental curriculum, Motivation Math, by Mentoring Minds, to strengthen students' depth of knowledge and test taking skills on totally aligned, grade level math content</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Professional development on how to effectively use the Motivation Math workbooks and how to progress monitor using Motivation Online. Align Math Units with Motivation Math.</i></b>		
	Evidence: (Identify documents and artifacts)	PLC minutes will indicate the review of Motivational Math Progress Monitoring reports for student growth. Curriculum alignment/prioritization document completed with the chapters in Motivational Math attached to the proper units and lessons.	
	Person(s) Responsible:	Patti Barnes, Curriculum Prioritization trainer, Laurie Barnette, Instructional Support/PLC coordinator, Math teachers. Meeting monthly as an administrative PLC to review school performance data, PLC minutes, observations and walkthroughs for the purpose of addressing teachers that need more support, or strategies that need adjusting	
	Timeline:	Curriculum alignment began in July, will be completed by January, 2016. Professional Development on Motivational Math completed October 12, progress monitoring discussions in PLC's will begin October, 2015.	
	Budge Amount: (if applicable)	\$4,700.00	Budget Source: (if applicable)
<b>Strategy #2: Describe the strategy that will support this goal</b>	<b><i>Using School Net, implement grades 3-5 a structured review schedule where students take common assessments, data is analyzed in PLC's, and targeted reteaching is delivered the next week to students who need it.</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	

<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>Training for sharing common assessments in School Net, time set aside in PLC for analysis and remediation plans. Motivational Math assessments will also be used for developing and delivering remediation plans.</i></b>		
	<b>Evidence:</b> (Identify documents and artifacts)	PLC minutes will document the results and analysis of School Net Assessments. The grade level PLC documents will contain the remediation plans. Winter and Spring Benchmark tests will be reviewed for growth and additional remediation information.	
	<b>Person(s) Responsible:</b>	Laurie Barnette, Instructional Support, grade level teachers	
	<b>Timeline:</b>	Beginning in October, through the end of the year.	
	<b>Budge Amount: (if applicable)</b>		<b>Budget Source: (if applicable)</b>
<b>Strategy #3:</b> Describe the strategy that will support this goal	<b><i>Use the intuitive math intervention software programs Dreambox (grades K-4) and Think Through Math (grade 5) to provide students with instruction based on their individual needs.</i></b>		
<b>Progress:</b>	<b>Progress Monitoring Status:</b>	Fully Implemented	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>Professional development on how to effectively implement Dreambox and Think Through Math. Student recognition incentives developed for student use of software, growth, and passing of lessons.</i></b>		
	<b>Evidence:</b> (Identify documents and artifacts)	Usage reports reflect a minimum of 40 minutes per week (recommended by the program). Review of student progress reports and action steps as a result of the review will be reflected in PLC minutes. Walkthrough Observations	
	<b>Person(s) Responsible:</b>	Patti Barnes and Laurie Barnette. Math teachers and Student Recognition Committee	
	<b>Timeline:</b>	Professional development provided August 18-19, administrators trained on Think Through Math on September 25. Student Recognition decisions implemented no later than November 1.	
	<b>Budge Amount: (if applicable)</b>	Purchased by District	<b>Budget Source: (if applicable)</b>



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<b>GOAL #3:</b>	<b><i>Improve North Elementary Teacher Turnover Rate from 43.9% to 20% by March 2016, and 14% by March 2017.(State calculation)</i></b>		
<b>Strategy #1: Describe the strategy that will support this goal</b>	<b><i>Provide the working environment that will ensure that teachers feel supported.</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Fully Implemented	
<b>Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.</b>	<b><i>Support all teachers, but particularly new teachers. Provide buddy teachers that are personally compatible to new teachers to walk with them every day. Provide support with student behavior issues. Utilize the excellent new teacher supports provided by the district new teacher program and mentor teacher by alerting them when a teacher needs extra help. Feed them at least weekly in January when money is tight.</i></b>		
	Evidence: (Identify documents and artifacts)	Teacher Working Conditions Survey 2016 will indicate a minimum of 75% approval from in areas of teacher support and student behavior.	
	Person(s) Responsible:	Patti Barnes, Laurie Barnette	
	Timeline:	This work actually began in April of 2014. Teacher survey/reflections conducted through Google Forms in November and January.	
	Budge Amount: (if applicable)	\$500	Budget Source: (if applicable)
<b>Strategy #2: Describe the strategy that will support this goal</b>	<b><i>Provide high quality support that will assist teachers in growing as a professional.</i></b>		
<b>Progress:</b>	Progress Monitoring Status:	Has Begun	
	<b><i>Provide feedback through walkthroughs, lesson plan reviews and other observations. Provide embedded professional development tailored to teacher's needs and preferences. Provide opportunities for teachers to observe master teachers. Conduct teacher walkthroughs, where small groups of teachers observe other teachers and discuss what they see.</i></b>		

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	Walkthrough responses, lesson plan feedback. Written reflections from teachers after observing other teachers. Teacher Working Conditions Survey - "Professional development is differentiated to meet the individual needs of teachers" will improve.		
	Person(s) Responsible:	Patti Barnes, Laurie Barnette, meeting monthly as an administrative PLC to review school performance data, PLC minutes, observations and walkthroughs for the purpose of addressing teachers that need more support, or strategies		
	Timeline:	Beginning in September, 2015 and ongoing.		
	Budge Amount: (if applicable)	\$3,000	Budget Source: (if applicable)	State Remediation for subs
<b>Strategy #3: Describe the strategy that will support this goal</b>	<b><i>Enhance Professional Learning Communities to function with fidelity.</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	Fully Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<b><i>Provide adequate daily common planning time for Professional Learning Communities - stressing teamwork and collaboration. Meet with each PLC weekly with a focus on lesson planning, data analysis, and plans for reteaching students identified from the data as needing extra support.</i></b>			
	Evidence: (Identify documents and artifacts)	North grade level PLC documents will reflect improvement in lesson plans that contain higher order thinking and more rigorous writing assignments. North grade level PLC documents will reflect analysis of common assessments that identifies students needing extra help and outlines the strategies to be used to remediate.		
	Person(s) Responsible:	Patti Barnes, Laurie Barnette		
	Timeline:	Beginning in September, 2015 and monthly thereafter.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	General Funds